Working Together to Reduce Disproportionality in Special Education:

The First Chapter in Our Work

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African American
Asian American
Hispanic American
American Indian
White American

Percentage of Students Enrolled at MPS Compared to Percentage of African American Students in Initial Evaluation

Percentages of Total Student Population at MPS

African American Students in Initial Evaluation

Students in Initial Evaluation

33% 37% 33%
A Look at MPS Disproportionality

- **American Indian**
  - District: 4%
  - SpEd: 5%
  - SEPP: 8%

- **African American**
  - District: 37%
  - SpEd: 45%
  - SEPP: 68%

- **Asian American**
  - District: 7%
  - SpEd: 5%
  - SEPP: 1%

- **Hispanic American**
  - District: 19%
  - SpEd: 19%
  - SEPP: 9%

- **White American**
  - District: 33%
  - SpEd: 33%
  - SEPP: 14%
Reflections From the Video:

1. What was the scarecrow expressing?

2. Why were the crows treating him so bad?

3. What was the scarecrows belief system?

4. How can we relate this to our current reality?
Video Clip from *The Wiz*
WHO IS AT THE TABLE?

Families
Community Members
Office of Black Male Student Achievement
Special Education
Social Work
POSA for Behavior Standards
School Psychology
RTI Coordinator
MISSION:
Identify root causes of why we are overidentifying Black students in the disability category of Emotional/Behavioral Disorder

MEETINGS:
Twice a month

TASK:
Review redacted initial EBD evaluations for racial and cultural bias.

We quickly moved from technical to adaptive.
INITIAL TRAINING FOR STAFF

- Checking for bias (language)
- Perspective (what goes in the report)
- Respect (check your work)
- Cultural Competency (consistency)
- Alignment (quality of whole report)
### Taskforce Next Steps

<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>Do our black male students have the same access to 504 as our white students?</td>
<td>We are currently doing the analysis and have invited the district 504 coordinator to be a part of our task force</td>
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<tr>
<td>Do our black male students have the same access to RTI strategies as our white students?</td>
<td>Analysis of “parent requests” Define our Tiers for behavioral support districtwide and in schools Prevent, Teach, Reinforce</td>
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<tr>
<td>What supports could we offer our special education teams who are conducting evaluations?</td>
<td>Training Offer to review drafts Professional Learning Community Extenders</td>
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<tr>
<td>What is next for the task force?</td>
<td>Continue the work Focus on 2014-15 evaluations Set up data systems CEIS dollars</td>
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Positive School Wide Engagement

Professional Development/Training

Restorative Practices

Building Consultations

Cross Departmental Work
BELIEF

**Black Male Students**
- Growth Mindset
- Motivation
- Self Worth

Young Black Men See Academic Success in Their Future

**Parents**
- Growth Mindset
- In sync with school/teacher
- Empowerment

Educators are fair minded and equitable

**Educators**
- Growth Mindset
- Positive Black Male Engagement
- Culturally Relevant Curriculum

Young Black Men Are Motivated to Learn

**Community**
- Growth Mindset
- In sync with school
- Invested in Success
- Provide Resources

Our System of Education is serving all of us

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Parents need to believe in the teachers

Community must believe in a collective system